

MENTORING

AN ESSENTIAL TOOL FOR NEW MANAGERS

Sponsored by Iowa Workforce Development



Certified Public Manager Course—Cohort 9 Group Project



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EXECUTIVE SUMMARY

As we reflect back on our professional life, we can probably think of at least one individual that made a meaningful contribution to our career during the early years. Most of us attribute part of our success to a mentoring relationship. Whether that association was a formal program or just an experienced co-worker or manager that we could lean on for advice and direction, we realize the value that we received from this relationship. As we have progressed through the Certified Public Manager course, our team has understood how important it is to have a mentor, especially as a new manager. We have all had an experience where we were “dumped” into a position and expected to be successful without the aid of someone to help show us the way.

Our project reflects the position that mentoring for new managers is an essential tool for success, not only for the manager, but the agency or department as well. Mentoring is the most inclusive and effective form of organizational knowledge transfer. What is the cost when struggling novice supervisors must focus more on their own needs and on their own day-to-day survival because they have little support, assistance and guidance toward effective practices? These coping strategies are often less effective and will tend to persist throughout a career. Iowa’s Departure Survey reports that lack of quality supervision is one of the top three reasons for employees to leave State employment.

Mentoring benefits the new supervisor by accelerating skills development and increasing confidence, promoting collaboration and professionalism through the guidance and support provided by the more senior manager. The mentor also benefits by making productive use of their acquired knowledge and continued personal and professional growth. The agency benefits due to the increased competence of its managers at a more rapid pace. This increased collaboration positively impacts the work environment which can elevate morale.

Based on this assessment, we have created a “toolbox” that provides guidance on creating a mentoring program for Iowa Workforce Development, our sponsor agency. However, we have shaped the documents in a manner that can be easily exportable to any other state, county or local government agency. We have included our survey instrument and results, steps on how to create a successful program, the checklist for matching mentor and mentee, program evaluation form and agency/state specific data (e.g. contacts, procedures, rules) that should be included on a flash drive and given to every new supervisor.

IWD has included creating a mentor program in their current strategic plan. Although this program has yet to be implemented at Iowa Workforce Development, we have kept the Management team apprised of our progress and they are looking forward to putting this plan into action as soon as possible.

Scope of Project and Sponsor Endorsement

In discussing a variety of group project options, our group met several times and determined that we would spearhead one of Iowa Workforce Development's strategic plans. Deb Ostrem approached the director of Iowa Workforce Development (IWD) about our group creating and implementing a mentoring program at IWD. Elisabeth Buck, Director, supported and sponsored the group's initiative and provided on-going support throughout our planning process.

Our team used many skills we acquired through our Certified Public Manager coursework. We met several times and thoroughly discussed options before coming to a consensus and taking on a project that we all believed to be valuable.

An outline was created from input of all team members of areas that each believed to be beneficial to our mentoring program. This assisted us and guided our team on a journey to success.

In the next phase, we developed a survey instrument to research data that was necessary for the key functions of the program.

This program, our group believes, is vital to bringing public offices to a higher level of professionalism. It is valuable for organizations to invest in this type of program so strong leaders can be developed. IWD, as well as many other government agencies, want to be proactive with having new managers that are prepared to fulfill their role. When entering a new supervisory position, many supervisors have experienced a lack of knowledge and/or support upon arrival. Many public sector organizations provide basic orientation for all employees. Our group project was an opportunity to focus on providing a quality program that enhances the development of new managers by giving them the tools and resources needed for personal, as well as organizational success.

The purpose of our project was to create, promote and implement a mentoring program for new supervisors at IWD, providing them with the tools they need to enhance their professional development, as well as their abilities to be productive supervisors. By covering all areas assessed as essential tools in benefiting new supervisors, a complete and comprehensive mentoring program was established for IWD. One of our objectives was to have the program be portable so other public sector entities could benefit from this initiative. We have completed a project that was presented to the Director and managers of IWD, and was positively received. We look forward to future implementation of this mentoring project at IWD and other government agencies.



Survey and Responses

The initial phase of our project was formed after many brainstorming sessions. Several topics were discussed, but we were all in agreement that a comprehensive mentoring program would be an asset on several government levels. At that point, we received confirmation from IWD that they would partner with us by supporting our effort to research and develop a program that targeted one of their strategic plan initiatives.

An outline was created to assist us on covering all core areas assessed and used as an instrument for the completion of our project. We referred back to this outline throughout the process to make sure all areas were covered.

Our next brainstorming session involved us recognizing we would need research information that supported our project, which resulted in our survey instrument. First, we determined pertinent questions to ask managers, then we decided on a diverse group of professionals to survey.



Through e-mail, hand delivery or personal interviews, the survey was given to new and senior managers, department heads, a union president and Human Resource personnel. In total, 77 surveys were distributed. We received responses from 23 staff.

The feedback we received supported our vision of creating a mentoring program; it was unanimous that there was a need for this type of program. It is essential to organizations to have quality leaders. The final results of our survey can be found on page 23 of this report.

Challenges

When discussing our project, we all concurred to a time in our career path when we believed there could have been a better way to be acclimated in a new management position. There is always adjustment when adapting to a new environment, whether you are promoted internally or hired externally.

CHALLENGES FACING NEW MANAGERS

- Adapting to new environment
- Lack of resources and support
- Navigating the office political waters




Through our surveys and research, we discovered a common theme of a lack of support and resources when entering these new management positions. Whether working in the public or private sector, there are always political waters that you must learn to navigate. Each organization has its own culture and sometimes it is difficult to quickly master the ins and outs of your agency's processes. A mentor can assist with the information needed to acclimate to the new organizational climate.

Many times when hired into management positions, people may have a higher level of education, but lack any type of "soft skills". The mentoring program can help assist with these issues such as: coaching, leadership and communication.

CHALLENGES - Continued

- Lack or no training on "soft skills"
- Unclear strategies to accomplish expected objectives
- Promotion within the agency



Having a mentor would help define strategies on what is needed to be accomplished for the organization and the role of the manager. When a person is promoted internally, there are changes that happen within the dynamics in relationships with co-workers who could now happen to be subordinates. This scenario presents additional issues in transition. A mentor could assist in ways to make this shift easier for the new supervisor.

Recruitment

Creating an effective mentoring program takes an organized effort by management, human resources staff and current supervisors. As you begin to develop a program, it is imperative to communicate and publicize the program, using a marketing plan, just as if you had a new product. Attend and present at orientations, staff meetings and various forums. Enlist

upper management that believe in the process to become advocates for your cause.

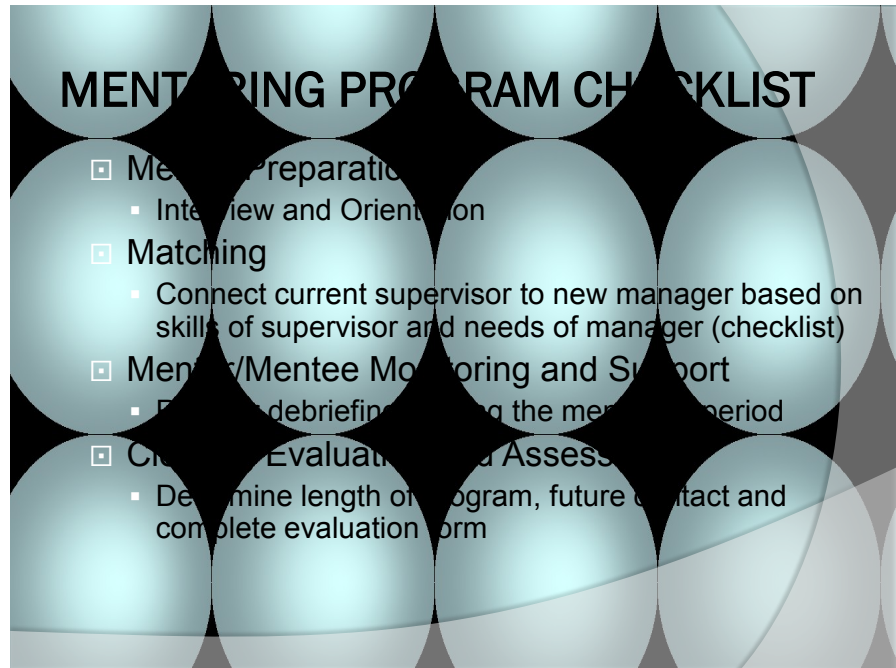
Ask supervisors for names of current managers that they would recommend as mentors. Describe the advantages of becoming a mentor, such as assisting with incorporating new staff into the culture and traditions of your organization, increased collaboration that will positively impact the workplace, and professional renewal for the seasoned supervisor. Remind those who are being recruited what it was like to be a new supervisor themselves. They will realize how much they gained—or would have gained—from having someone mentor them on organizational operations.

Be sure to link mentoring to other professional development and initiatives, such as the Certified Public Manager Course and the Applied Management Series offered by the State of Iowa. Mentoring establishes the norm and expectation in the minds of new employees that they are important and that professional growth is an expected part of their work. Make sure that your mentoring program reflects your organizational culture.

Mentor Matching and Preparation

You should have a formal application process that includes an initial assessment of mentor's skills and checklist of any applicable teaching subjects that can be matched to the needs of the mentee.

Conduct an interview with each potential mentor and assess their willingness to participate in training and/or orientation. Your agency or team can determine the number of hours and length of time (in months) that this mentoring relationship will last. The mentoring coordinator can volunteer to facilitate the first meeting to reduce anxiety.



Some one-on-one relationships might last longer than others, depending on the experience of the new supervisor and their feeling of confidence with procedures and policies of the agency. Even though this project predicts an end to the “formal” mentoring relationship, it can be determined that the mentoring relationship can continue long after the end of the monitored period, if desired.

The agency can determine rationale for matching the mentor and mentee, however, geography should come into play as an issue, since face-to-face meeting would be more helpful. Also, the agency should determine what are the desired goals of the program and will the agency provide any funds, if needed to facilitate the program. Our program, as described here, would be essentially cost-free, except for the cost of the flash drives and possible travel, if needed. The IWD Human Resources Manager will assist with this project in terms of orientation. Currently there is not a supervisor orientation, due to the fact that the position turnover is not enough to warrant a group meeting. However, there are plans in place to review the orientation plan and determine if there might be a more efficient method of gathering new supervisor staff for mentoring assignments.

Mentor/Mentee Support and Monitoring

It is imperative that the mentoring program manager conduct regular debriefings with the mentors and their mentees. He/she will be able to troubleshoot the relationship and determine if there are any negative factors present, such as lack of trust and respect for each other, lack of confidentiality, any personal issues, inability to make the mentoring a priority, unrealistic expectations, lack of support from supervisor, high workload, geographical differences or personality conflicts. Any of these problems could necessitate a change in or ending of the mentoring relationship. If the mentee is frustrated by the mentor that has been assigned, it certainly won't help him/her by adding another source of frustration to an already stressful job. If problems exist within this match, it would be best to terminate the match and assign a new mentor. Each manager has their own way of managing, and it would be helpful for a new supervisor to observe the styles of more than one person to assist the new supervisor in finding their own way in terms of leadership style. The agency should develop an agreement with the participating employees about how often and where they will meet. Make sure that these parameters are clearly defined so that there are no misunderstandings when the mentor's work take precedence.

Closure

Our team determined, by gathering input from IWD managers, that the formal mentoring program could last for approximately six months. We realize that many mentoring relationships continue for many years, and this formal closure should not become a barrier to that type of informal rapport. However, as a formal government agency program, it is important to state the parameters of the end of the process. There should be clear procedures for exiting the program and a policy for future contacts. In addition to the formalities, there should be a celebration and recognition of the mentor's voluntary contribution.

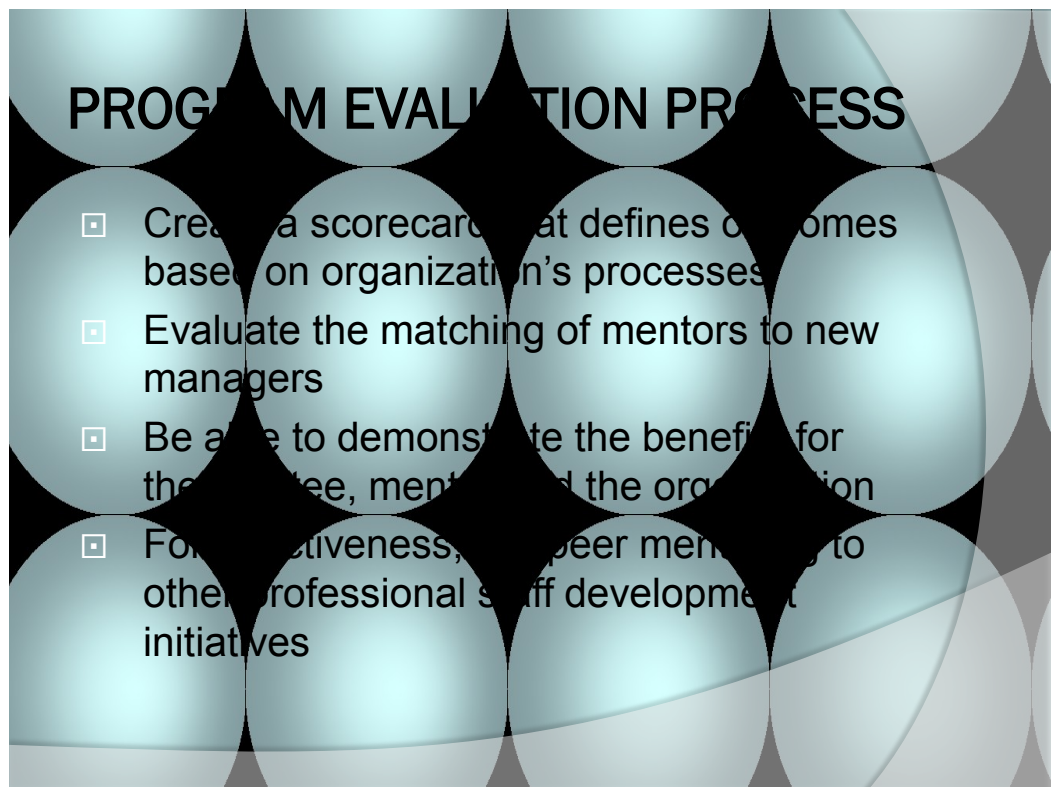
Evaluation and Assessment

The success of the mentoring program will greatly depend on how well it is structured and the results are monitored. Use the program checklist to make sure that goals have been met. Provide each participant with the evaluation form in order to provide continuous improvement for the program. By making changes when needed—just as you would with any project to improve results—you will create a mentoring program that will result in a stronger, more productive team.

As part of the assessment, determine the return on investment to evaluate the program's worth. The purpose of this project should be based on continuous improvement and beneficial to career development, in terms of frequent and open interaction between employees at different organizational levels, providing opportunities to share and transfer organizational knowledge, enhance and foster an open environment for communication and collaboration, and improving individual motivation, performance and innovation.

If the mentoring relationship has been a positive experience for both parties, encourage the participants to further advance the networking process by taking additional

classes together, such as the Certified Manager Program or the Applied Management Series program. Also, if the mentee has found the advantage of being mentored, they may also become a mentor to someone else, thus



exponentially increasing the growth of knowledge and the confidence levels of agency supervisors. Each mentor or mentee can also continue to build on the mentoring program by recommending the program to a colleague that has not taken advantage of the mentoring opportunity to participate in the project.

Iowa Workforce Development Employment Statistics

To better understand the workforce that new managers deal with, it is important to gather details on characteristics of the workforce at Iowa Workforce Development. The Department of Administrative Services (DAS) and IWD's Employee Services Department were valuable resources for state employee statistics.

Employee data showed that for the 2007 fiscal year IWD had 819 employees, approximately 3.7 percent of total state government employment. In spite of the small size of the agency, IWD has a very diverse workforce. Sixty-six percent of all employees and 55% of managers are female compared to 50.7% at the state level. Minorities account for 15.4% of the workforce at IWD, yet only 5.4% for the state as a whole.

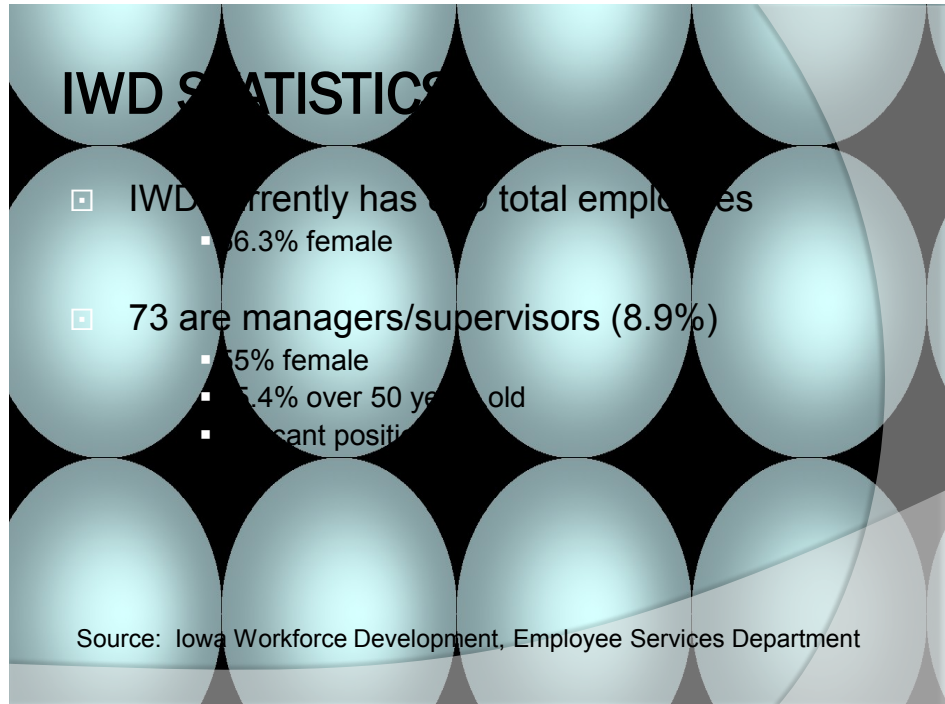
Age statistics show that IWD has one of the oldest workforces. The data shows that 71.5% of IWD employees are over 45

years old, with 55% of managers over 50 years of age. A large number of employees are rapidly approaching retirement age.

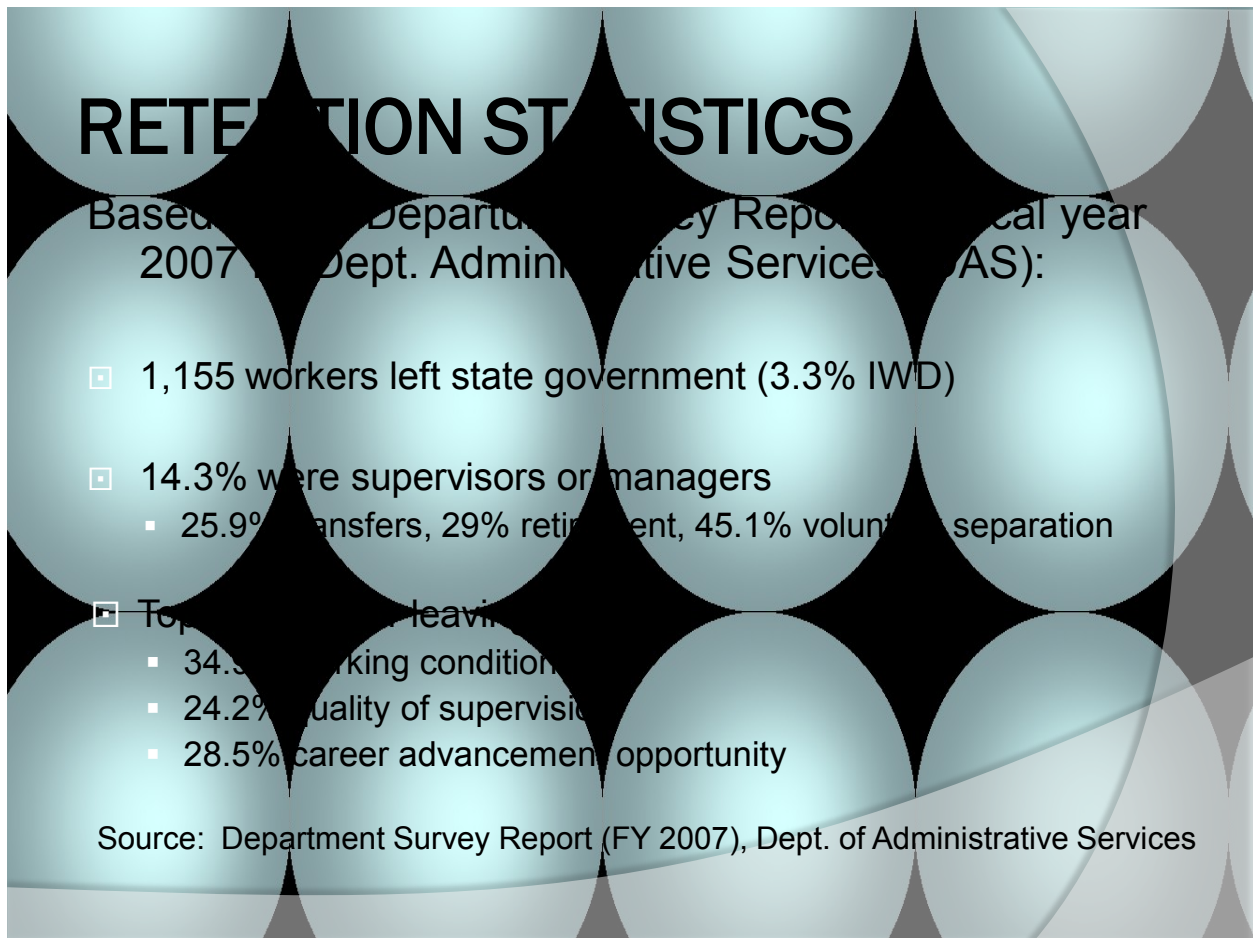
Currently IWD is hiring at a higher rate (11.7%) than the separation rate (5.4%). With 31.1% of IWD employees being eligible for retirement in the next five years, the agency will soon be replacing a substantial number of employees.

Retention Statistics

Another source of workforce data were retention statistics published in the Departure Survey Reports tabulated by the DAS Human Resource Enterprise. In fiscal year 2007, 1,155 employees left state government, 45.1% of them through voluntary separations. Retirements and inter-agency transfers accounted for the rest, 25.9% and 29.0% respectively.



Only 14.3% of separations were supervisors or managers. Despite the lack of support and adequate training on “soft” skills, managers endure the hardship. The average age of 49 years for managers across all government agencies supports the low turnover rate. As the workforce continues to age, retaining experienced employees and transferring work knowledge to newer employees is imperative.



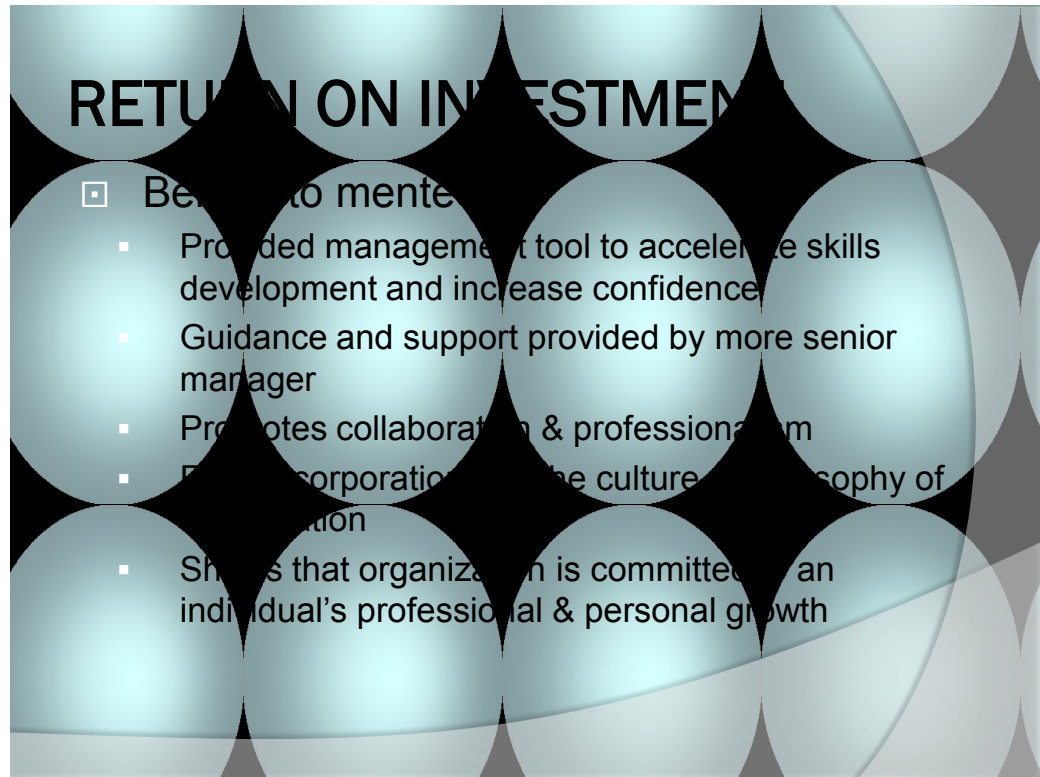
The reasons why employees left government employment were eye-opening. Departure Survey results for FY 2007 showed the top reasons for employees leaving were “working conditions”, “quality of supervision” and lack of “career advancement opportunities”. These same reasons are also among the top five least-liked aspects of state employment. “Working conditions” is listed as one of the top factors that attracted former state employees to their new employers. Providing managers with practical skills needed for motivating, coaching, challenging and rewarding employees for performance improvement will positively impact the work environment.

Mentee Benefit

New managers must travel through uncharted terrain. With the demands from staff and the obligation to meet expectations, the transition to the new role can be difficult

and stressful. A new manager may fear being perceived as unprepared for their new role and may be resistant to seeking out assistance or advice. Providing new managers with the support of an impartial veteran manager is a great way to ease the stress of transition. The mentoring relationship is a great tool for providing novice managers with the proper support and guidance necessary to meet the new challenges.

Furthermore, mentoring promotes collaboration between the mentor and mentee as both make a firm commitment to each other, and to developing the mentee's skills and abilities allowing for success within the organization.



With the support of a mentor, novice managers are able to gain more confidence in their leadership abilities. The mentee benefits greatly by being quickly assimilated into the culture and philosophy of the organization.

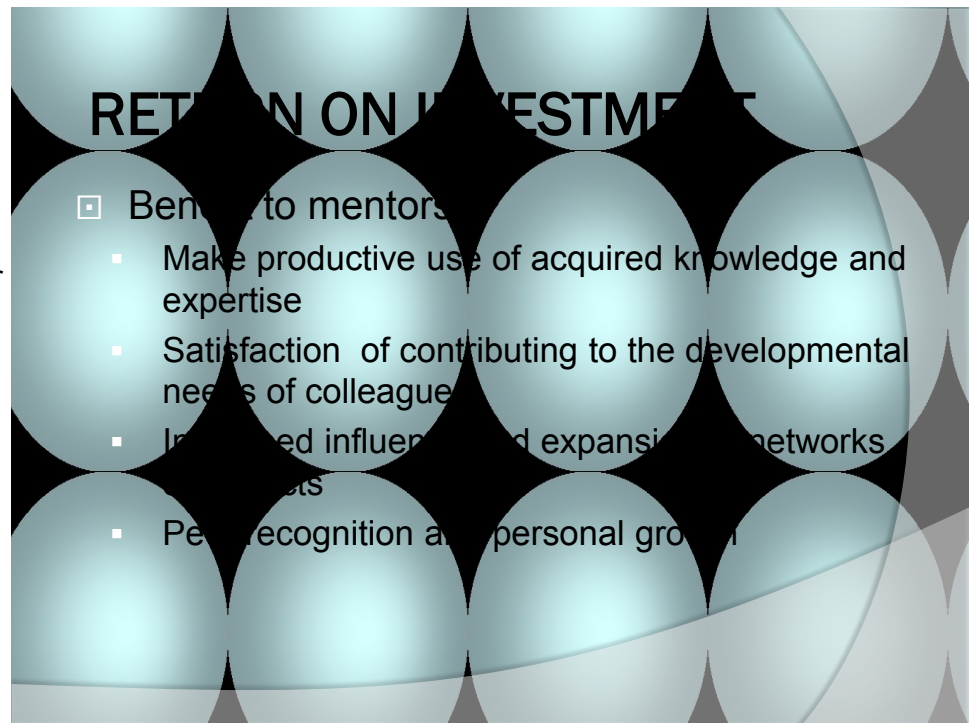
A mentoring program also shows new managers that their professional development is valued and the agency will make all efforts to support this development.

Mentor Benefit

Mentoring is commonly defined as a mutually beneficial or enhancing relationship. For this one-to-one relationship to work properly, trust and dependency must be at its core. Since both parties are fully engaged in this trusting environment, the discussion flows in both directions. Empirical evidence shows that mentors also use mentoring sessions to discuss problems that they experience. Through disclosure and debate of the mentor's work related issues, mutually enhancing learning occurs. Within this trusted framework, the mentor can instill a culture of continued learning and personal improvement in the mentee.

The mentoring relationship also satisfies the human need for leaving a legacy, guiding the next generation of workers. Mentoring offers a personally rewarding vehicle for involvement in the professional development and growth of a colleague. Another benefit to the mentor is the increased influence as former mentees proceed to hold key positions in the organization.

As their network of influence grows, the mentor will be recognized by peers and upper management for their contributions to the organization and further increase the sense of self-worth.



Benefit to Iowa Workforce Development

With changes in the characteristics of the workforce and the way government conducts business, there are great pressures on employees to perform and to adapt to a constantly changing environment. The ability of managers to learn quickly is fundamental to organizational performance.

Through a mentoring program, IWD has a tool to rapidly develop the skills of managers. Pairing of a seasoned manager with a junior manager provides a perfect environment for the mentee to explore their full learning experience and growth potential. Through the mentor's shared personal experiences, the new manager will develop the attributes needed to guide and manage their team.

As organizations are becoming flatter, the role of managers is shifting. Employees are taking a more active role in the decision making process and becoming more self directed. In turn the role of the manager is changing. Managers need to be enablers by providing the support and resources necessary to maximize performance. A mentor will provide the mentee with the appropriate guidance to adjust to this new role. The increased confidence of the new manager will positively impact the working environment.

Through the mentoring program, IWD will create a working environment that values growth, development and continued learning and improvement. Managers that succeed as a result of a mentoring relationship will be able to mentor other individuals, ultimately increasing the quality and abilities of all employees.



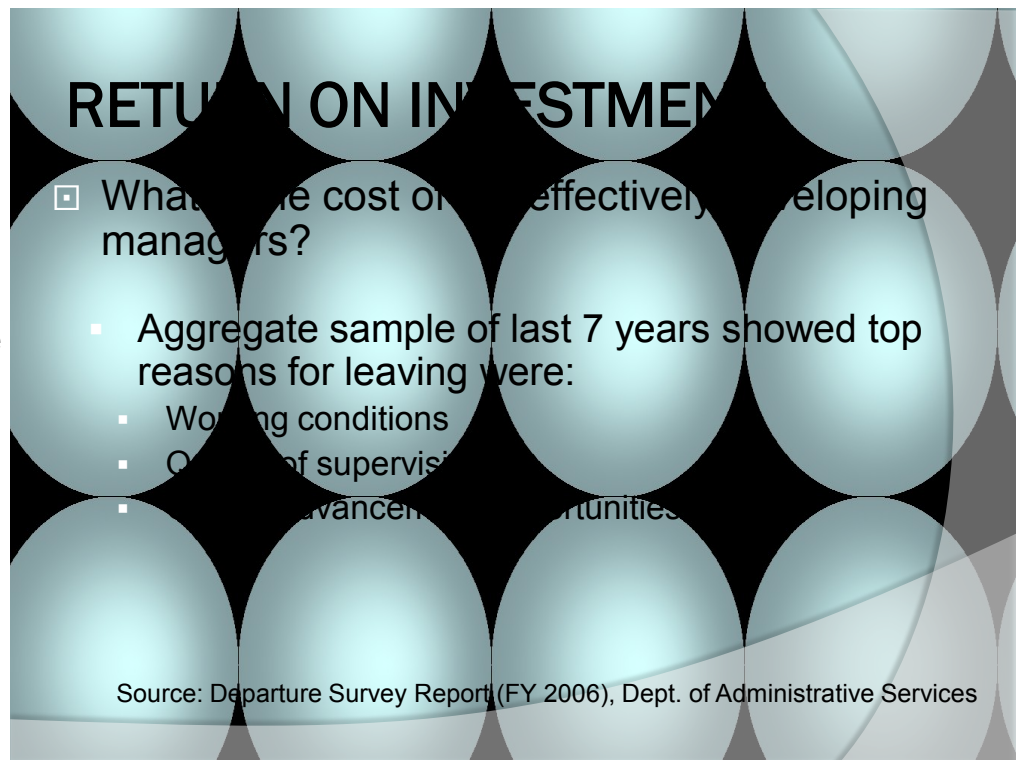
What is the cost of not developing managers?

The cost of not developing our managers is reflected in the responses provided by former employees in exit interviews. As previously mentioned, the top reasons for leaving state employment are working conditions, quality of supervision and lack of career advancement opportunities.

Investing in the proper development of managers impacts all three items. When managing employees, perception is reality. Once employees perceive that the environment they are working in does not have the developmental potentials they expect, it is hard to convince them otherwise.

Government does not make the greatest effort when it comes to identifying and retaining quality employees. Of the 1,155 employees that left state employment in FY 2007, only 9.7% stated that their previous department encouraged them to explore alternative state career option prior to leaving. Only 28.7% of former employees were asked to reconsider leaving by their employers. According to the survey, 41.6% percent of respondents stated that they checked into options that would have allowed them to stay. The data also showed that 82.8% of respondents viewed their work as meaningful, and 71.8% said it was enjoyable.

The “take it or leave it” way of conducting business needs to change to allow for government to become a destination for career development rather than a brief stop in the process. Learning from our shortcomings and making corrections is a key component to making government more appealing. Processes such as exit interview procedures are already in place to understand reasons behind why great employees leave government. Unfortunately these tools are greatly underutilized; only 29.0% of agencies conducted exit interviews in FY 2007 and thus were unable to gain useful information from the process.



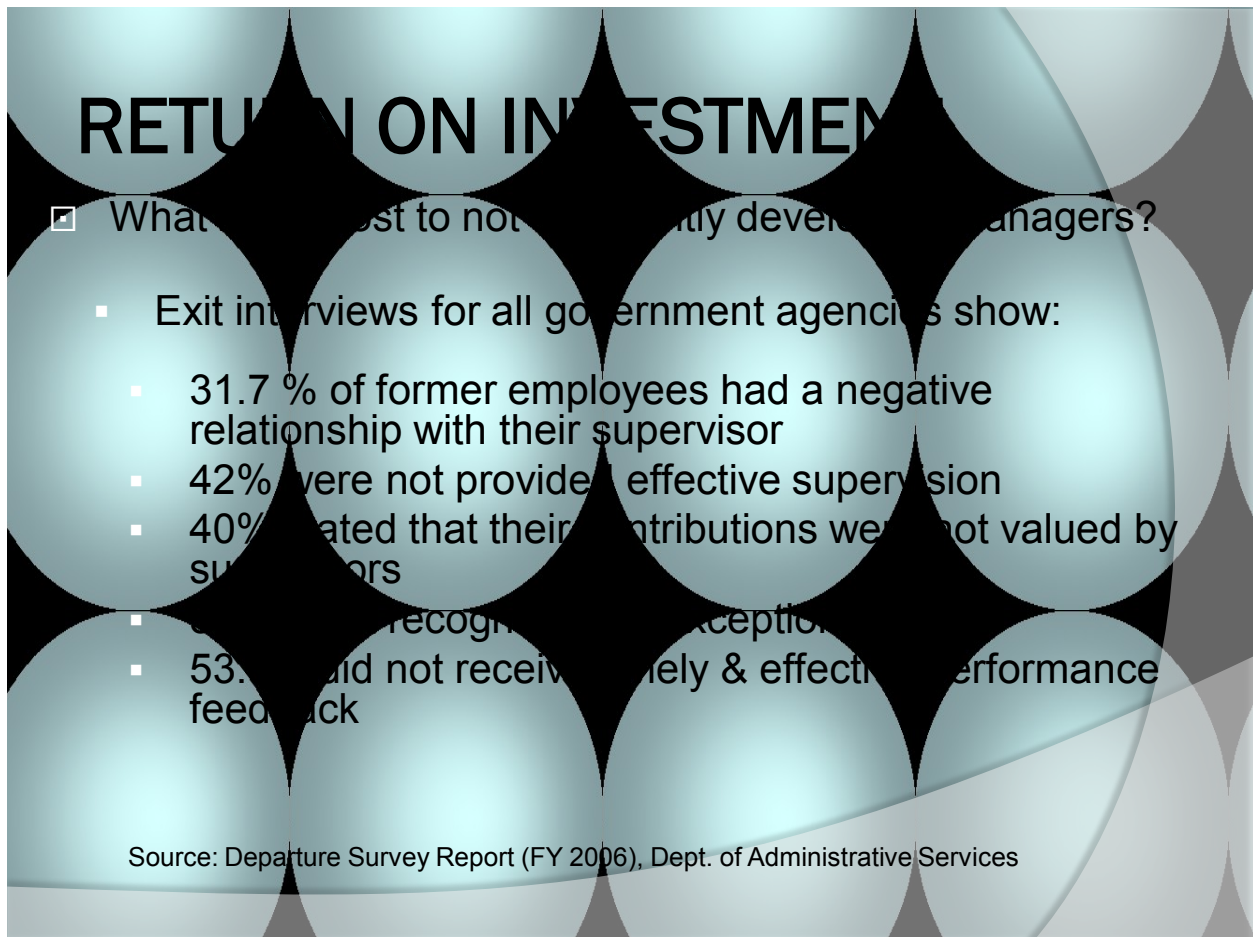
Almost half (44.3%) strongly agree that they would apply for another position in state government if they were looking for work. Investing in the development of our people has the potential of bringing back former employees and attracting new ones.

Departure Survey Data

The quality of supervision was identified as a top reason for departures. The Departure Survey showed that a third of former employees have a negative working relationship with their supervisor. Being that the retention data is tabulated from the exit interview, respondents are likely to be more honest (positive or negative) in their responses. Based on 7-year aggregate sample ending in FY 2007, respondents still list working conditions and quality of supervision as top reasons for departure. This clearly indicates that these are areas that must be addressed in developing managerial staff.

A further look at the survey results show that employees felt a lack of support from their managers. Over 50% stated that they were not recognized for their contributions and did not receive timely and effective feedback about their performance. The quality

Improving the skills of managers will enhance their abilities to properly lead their staff. Providing managers with interpersonal skills such as exercising good judgment, making decisions, effective listening and communication, demonstrating integrity, honesty and fairness will improve the work environment for their staff. Strengthening these skills will allow a manager to better steer and direct employees.



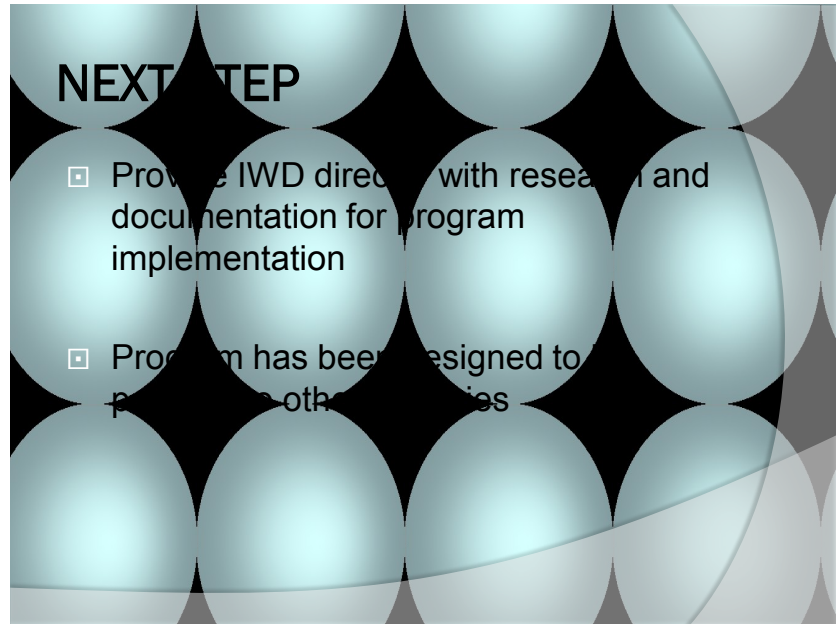
As government has become more target-driven and focused on measured results, greater demands are being put on managers. Pressures to improve performance results in managers working longer and harder rather than more effectively. In this type of environment, time spent in a mentoring relationship can be viewed as an unnecessary burden or cost.

Empirical evidence shows that more training funds are spent on improving technical abilities to increase performance rather than the “soft skills” needed to manage people. State data shows that most employees have the technical skills needed to perform; what they lack is proper guidance and leadership to combine with the skills to become an effective leader.

Next Step

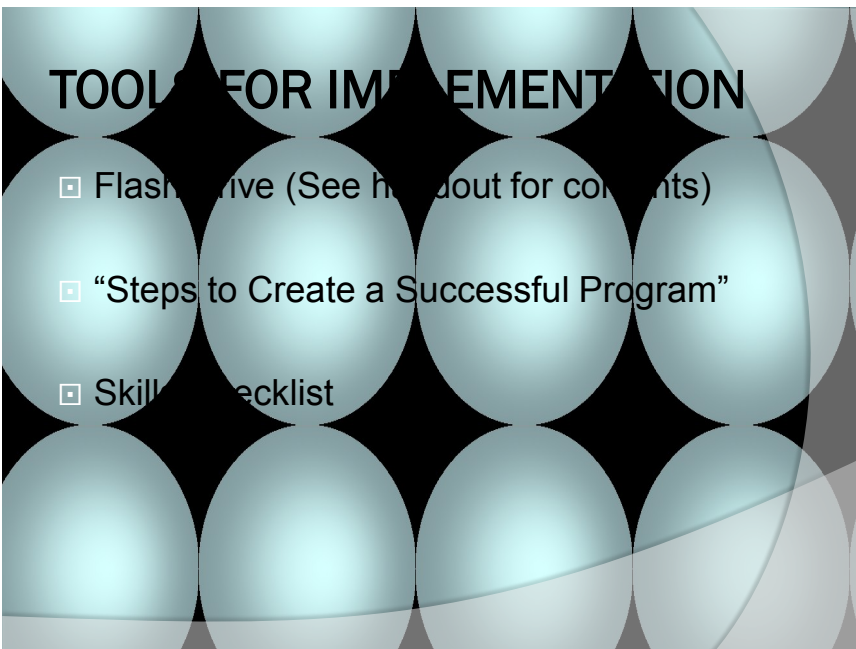
With the completion of the framework of the mentoring program, the next step is providing the results to the Iowa Workforce Development leadership team. A preliminary preview was provided to the group and all managers were afforded the opportunity to give input into our team's program development.

Although the program is targeted for IWD, our team designed it to be exportable to other state and local government agencies. IWD is eager to coordinate the implementation of the program with the assistance of the IWD Employee Services Division.



Tools for Implementation

IWD will be given all the documents that our group has put together for the implementation of the program. These include procedure for recruiting mentors and mentees, evaluations of skills, methods for charting progress, and on-going support techniques to the mentor/mentee group during the process.



A USB flash drive containing useful and needed information such as IWD policies and procedures will be provided to all new managers. The advantage to the flash drive is that it is portable and can easily be updated as policies, procedures and forms change.

RESEARCH RESOURCES

Formal Mentoring Programs—Construction and Implementation,
www.amciweb.com/solutions/training/courses/hc_mentoring.html

Mentoring Connections—
www.mentoringconnection.com/benchmarks.asp

Play 20 Questions to Develop a Successful Mentoring Program -
<http://evancarmichael.co./Human-Resources/788/play-20-questions-to-develop-a-successful-mentoring-program.html>

Selling the Benefit of a Mentoring Program—
www.businessmentorcenter.com/sellbenefitstobd.php

Strategies for Sustaining a Mentoring Program—
www.businessmentorcenter.com/sustain.php

Mentoring Australia National Benchmark for Mentoring Programs
<http://www.dsf.org.au/mentor/benchmark.htm>

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Cottrell, David, 2002, "Monday morning leadership : 8 mentoring sessions you can't afford to miss", Corner Stone Leadership Institute, Dallas, TX.

Bell, Chip R., 1996, "Managers as mentors : building partnerships for learning", Berrett-Koehler Publishers, San Francisco, CA.

DAS Human Resource Enterprise, 2007, "Departure Survey Report for Fiscal Year 2006", Iowa Department of Administrative Services, Des Moines, IA

DAS Human Resource Enterprise, 2008, "Departure Survey Report for Fiscal Year 2007", Iowa Department of Administrative Services, Des Moines, IA

Reflections on Certified Public Manager Classes that Impacted our Project and Presentation

Introduction to Public Administration—This first class helped to set us on the path to learning what our jobs are all about. We came to realize the magnitude of the responsibility placed in our hands. As public administrators, we hold the confidence and trust of the public and we must not lose that. We also learned that there are many ways to approach decision-making in government, not just in law-making, but also in managing our staff in a fair and equitable way by leading them in a business-like manner that provides public accountability, transparency and accounts for the common good.

Leadership Styles and Assessments—From this class, we learned that good leadership is crucial to organizations. By having a mentoring program, it can help form leaders by providing them the necessary tools to accomplish successful leadership. Knowledge is power and by giving new managers the instruction and guidance from this mentoring program, it will empower them to be more effective leaders.

GridWorks—This class was the point in which we all realized that we would be a great team. We sat together for this class and learned all about the different types of personalities and how different people are in the way that they want or need to be treated within the team. We discovered that we had “synergy” from the start!

Program Planning and Evaluation—This class emphasized the importance of planning and assisting an organization in getting where it wants to be in the future. Our mentoring program will assist new managers with strategies to be able to determine what is best for the organization. The program would also give guidance on developing program planning and evaluation skills.

Coaching and Mentoring—There were many important areas from class that are instrumental to becoming a successful manager. Several managers come to their positions with a formal education, but to be an effective manager, you need to be able to utilize soft skills like coaching and mentoring. Through the mentoring program, new managers will be enabled to learn and develop stronger managerial skills. Mentor/mentee skill level will be assessed during formal application process. The mentor's strong skill sets will be matched with the mentees lack of experience. This will provide a direct line of support to the new manager.

Research Methods I and II—The class provided the group with the methods for conducting the research necessary to support the team project. It was extremely useful in determining the types of data necessary for our project. We developed a survey for managers in state and local governments. The survey results were tabulated and analyzed, which supported our project objectives.

Reflections on Certified Public Manager Classes that Impacted our Project and Presentation

Creating a Welcoming Environment—Creating a welcoming environment is essential when bringing in new supervisors or staff. It helps create the stage for developing an enhanced and professional workplace. By implementing a mentoring program, it will welcome in new supervisors to an organization. The communication the organization would be sending is that they care about the success of their manager's professional development. By investing the time, resources and commitment in the mentoring program, individuals and organizations will produce quality managers with a more efficient work product.

Human Resources Management—HR Management helped us see the importance of effective leadership and what it takes to become an exceptional leader. Employees need a leader that is confident, who builds trust, who challenges and understands the organization. By assigning a mentor who has these skills, you will develop better trained leaders.

Negotiation Management and Conflict Resolution—Although this subject did not play a role in our project, it impacted the inner workings of our team. The insight provided in the class helped us better understand team dynamics and allowed for a smooth assigning of tasks and setting of goals and team objectives.

Employee Relations—The class on Employee Relations stressed the importance of a manager being acclimated to a new position or organization. Having a mentor and the tools at hand to assist them with employer-employee relationships, discipline, conflict management, grievance and contractual problems will be vital to new managers.

Creative Management—The course regarding creative management focused on making an environment that would provide managers the ability to assess and resolve problematic issues within an organization. In this session, there were different techniques discussed for creating a more functional workplace. The mentoring program would open up the lines of communication and help in brainstorming different approaches to management. This would be the beginning process to developing strong attitudes towards confidence, flexible imagination and perseverance.

Performance Measurement—Our team did not use actual performance measurements in the development of our project, we have used the methodology in evaluating the expected outcomes of this mentoring program. We will be able to chart progress and effectiveness after implementation of the program.

Reflections on Certified Public Manager Classes that Impacted our Project and Presentation

Project Management—The information we learned in this class served us well in a number of ways. First, we learned that in order to get a good project off the ground, you must have executive support. Since the mentoring program was part of IWD's Strategic Plan, we knew that we were able to check this step off. We also had support for the project from our CPM instructors and the team believed in the project, as well. We followed the steps presented by getting the sponsorship of IWD, created a project team, made an outline after brainstorming and gathered a plethora of research in order to create the mentoring program. We also realized early on that the scope of our plan was too large, so we had to scale back the project, which made it very doable.

Risk Management—This class assisted us in making good decisions by assessing the risks that are involved and deciding whether or not the decision is worth the effort or expense. We determined that our project involved little risk on behalf of the agency management, yet had a great return in the assimilation of new staff—therefore, it was worth the risk. This analysis was one step in the brainstorming process that our team used in deciding on a project to explore.

Change Management—The initial scope of our project included focusing on the generational differences in the workforce and changes that are currently taking place in work environments. However, due to recent economic conditions, we felt that this aspect of the project was no longer relevant as a main point of emphasis. We do believe that managing employees of various age groups needs to be addressed within the mentoring framework, but not as an essential function for success.

Strategic Planning—This class was monumental in the development of our project. The information we learned help us define and set a program scope for our project. With the setting of the scope, we were able to make a detailed plan on what we intend to accomplish, set actions steps and assign responsibilities to team members. Our team met on an almost weekly basis to track progress and make any necessary adjustments.

Presentation Skills—This class assisted us in compiling our data into a visually pleasing and succinct power point presentation, using established guidelines that help make our audience want to pay attention to our delivery of information. We also learned how to present as a group and to make sure that we maintain eye contact with the audience, even while we are not the person speaking during the presentation. Using these guidelines helped us better present our team project.

SURVEY QUESTIONS AND RESULTS

Mentoring: An Essential Tool for New Managers IWD SURVEY RESULTS

The following survey was sent to 77 first line managers and department heads at IWD. Responses were as follows. This survey was prepared to gather feedback for our CPM project on mentoring new supervisors.

- 1. How long have you been in your current position:**
 - Responses range from 3 months to 8 years
- 2. Three criteria to benefit or assist incoming managers:**
 - Understanding collective bargaining
 - Learn processes and procedures of HR and Finance
 - Knowledge of Agency and Operations
 - Resource list of key contacts
 - Commitment to creating atmosphere that promotes a productive & pleasant working environment
 - How to motivate people
 - Trust and respect
 - Ability to see the big picture
- 3. Would mentoring program for new managers be beneficial:**
 - First line manager to department head felt beneficial
 - Learning from a peer is less intimidating
 - Moral support
 - Guidance as they learn what it takes to be successful
- 4. Distinguish and determine successful coaching strategies:**
 - If budget is issues, provide mentoring for person with most need
 - Match strengths of veteran managers with weakness of new managers, i.e. Budget
 - Work within personality of new manager
 - Mentor role is peer assistance – not supervisor
- 5. Difference in new managers vs. one who have been around:**
 - Delegation – New managers want to do everything
 - Older managers – Practical experience
New managers – Computer experience
 - New managers try new ideas and are more willing to accept change
 - Seasoned managers know how to manage the political waters
 - New managers bring in creative, innovative ideas. Long term managers bring experience
 - Listen to and understand older and newer communication styles
- 6. Acclimate:**
 - 6 mos. – II
 - 3-5 years – I
 - 2 years – III
 - 2-3 months – II
 - 2 months – II
 - 1 year – III
 - 3-6 months – II

STEPS FOR CREATING A SUCCESSFUL MENTORING PROGRAM

1. Recruitment

- a. Communicate opportunity for mentors to volunteer through methods that will show support and authorization of upper management
 1. Publicize the program in a variety of forms and forums
 2. Develop an internal marketing plan, just as if you had a new product
 3. Interweave your mentoring program into human resources orientations that are already in place – no need to reinvent the wheel
 4. Enlist program “champions” – those upper management staff that already believe in what you are trying to accomplish and have probably already succeeded in a mentoring program on an informal basis
 5. Ask supervisors for names of people that they would recommend as mentors
- b. Describe the advantages of becoming a mentor to a new supervisor
 1. Perfect means of incorporating new staff into the culture and traditions of your organization
 2. More experience supervisors need renewal and can use this project as an opportunity for rejuvenation of their own professional career
 3. Increased collaboration will positively impact the working environment
 4. People cannot value what they have not experienced – yet – if you can make them recall what it was like when they were a new supervisor, they might realize how much they would have gained from having someone mentor them of organizational operations
- c. Link mentoring to other improvement initiatives and professional development
 1. Mentoring establishes the norm and expectation in the minds of new employees that they are important and that professional growth is an expected part of their work
 2. Make sure that the mentoring program reflects your organizations culture and industry

2. Mentor Matching and Preparation

- a. Application process
 1. Formal application process that includes an initial assessment of mentor's skills and checklist of applicable teaching subjects which is matched to the mentee's needs
 2. Personal interview for mentors
 3. Assessment of each mentor's willingness to participate in training and/or orientation
 4. Determine rationale for matching – with the understanding that the mentor and mentee would be as geographically close as possible

STEPS FOR CREATING A SUCCESSFUL MENTORING PROGRAM, Con't.

5. The mentoring coordinator may volunteer to facilitate the first meeting between the mentor and mentee, if requested, to reduce anxiety
- b. Orientation and Program Goals
 1. What are the desired results?
 2. What will the program contribute to your organization?
 3. What are the costs of the program?
- 3. Mentor/Mentee Support and Monitoring**
 - a. Regular debriefing
 - b. Troubleshooting – any of these factors?
 1. Lack of trust
 2. Lack of respect for differences
 3. Lack of confidentiality
 4. Personal issues
 5. Unable to make mentoring a priority
 6. Unclear goals and objectives for the partnership
 7. Unrealistic expectations
 8. Lack of support from supervisor
 9. High workload
 10. Geographical differences
 - c. Support of the mentoring relationship
 1. Evaluate the suitability of the match
 2. How often are you meeting?
 3. Are you satisfied with the amount of time you are investing?
 4. Have you canceled more than three meetings in a row?
- 4. Closure**
 - a. Clear procedures for exiting the program
 - b. Clearly stated policy for future contracts
 - c. Celebration and recognition of the mentor's voluntary contribution
- 5. Evaluation and Assessment**
 - a. Post program checklist-make sure goals have been met
 - b. Determine if additional time together could be arranged, e.g. taking PDS or CPM courses together
 - c. Provide participants with evaluation form in order to provide continuous improvement for the program
 - d. Determine return on investment to assess program worth

MENTOR/MENTEE SKILLS CHECKLIST

IWD NEW SUPERVISOR ORIENTATION CHECKLIST

	<i>How familiar are you with this?</i>				
	1-Not Very			5 - Very	
	1	2	3	4	5
General					
Agency Overview (including Organization Chart)					
Division Overview					
Work Times					
Expectations					
Time-Offs					
Contacts					
PDS Training - CPM, AMS					
Personnel Issues	1	2	3	4	5
Staff Supervision					
New Staff Hiring Procedures					
Staff Evaluation					
Staff Grievance/Discipline					
P-5 Procedures					
Position Description Questionnaire (PDQ)					
Work Rules					
Collective Bargaining and Contract					
Personnel Files/Supervisory Files					
Budget and Finance	1	2	3	4	5
Department Budget					
Division Budget					
Bureau Budget					
Funds and Organization Codes					
Administrative Issues	1	2	3	4	5
Meetings and Conferences					
Travel Requests/Checklist					
Serving on Committees					
Electronic Approval of Time					
HRIS Screens and Usage					
HRIS Time Reporting Codes					

MENTOR/MENTEE SKILLS CHECKLIST, CON'T.

Contracts	1	2	3	4	5
Letters of Agreement					
Grants					
Memorandum of Understanding (MOU)					
Request for Proposals (RFP)					
Data Sharing Agreements (28E)					
Press-Communications	1	2	3	4	5
News Release Issues					
SharePoint					
Technology and IT Requests/Issues	1	2	3	4	5
Purchasing Computers and Laptops					
Purchasing Electronics					
Purchasing Software					
Software Issues					
Programming Requests					
Miscellaneous Issues	1	2	3	4	5
Special Projects					
Approval of Staff Requests					
Car Requests					
Purchasing-General					
Organizational Skills					
Writing Memos					

This skills checklist can be used to determine particular areas that new managers may need assistance. If a new supervisor has been with the agency for some time, they may understand certain procedures that their agency follows, such as general knowledge of the agency, time reporting and contracts; but if the supervisor is new to the agency, yet has previous knowledge as a supervisor, they may require more agency knowledge rather than information particular to supervising. Use this checklist to assist in matching a mentee with their mentor, matching the strengths of one to the inexperience of the other.

MENTORING PROGRAM EVALUATION (MENTEE)

1. Please describe your mentoring experience? Did you feel that your mentor was able to provide support and guidance? _____

2. Did the mentoring partnership meet your expectations? _____

3. What could we do to make the program better? _____

4. Was your participation in this program beneficial to your career development? ____

5. Was there adequate communication between you, your mentor, and the program coordinator? _____

6. Do you feel that six months is an appropriate period of time for this type of mentoring relationship? Why or why not? _____

7. Would you be willing to become a mentor for a new supervisor/manager at IWD? _____

Name _____ **Phone** _____

MENTORING PROGRAM EVALUATION (MENTOR)

1. Please describe your mentoring experience? Did you feel that your mentee was receptive to your support and guidance? _____

2. Did the mentoring partnership meet your expectations? _____

3. What could we do to make the program better? _____

4. Was your participation in this program beneficial to your career development? _____

5. Was there adequate communication between you, your mentee, and the program coordinator? _____

6. Do you feel that six months is an appropriate period of time for this type of mentoring relationship? Why or why not? _____

7. Would you be willing to mentor another new supervisor/manager at IWD? _____

Name _____ **Phone** _____

DATA TOOLS ON FLASH DRIVE

Iowa Workforce Development Manager Resources

Table of Contents

IWD Mission Statement

IWD Points of Contact

Contracts

- AFSCME Contract
- IUP Science Unit Contract
- IUP Social Services Contract

NOTE: All information displayed on these pages that have been included on the flash drive include hyperlinks to the actual documents on the State of Iowa/Iowa Workforce Development website.

IWD Boards

- Iowa Workforce Development Board
- IWD Regional Workforce Investment Boards

Organization Charts

- Director
- Administrative Services
- Appeals
- Communications
- Information Technology
- Labor Market
- Labor Services
- Unemployment Insurance
- Workers' Compensation
- Workforce Development Center Administration Division (WDCA)
- Field Operations – IWD Regional Offices
- Targeted Services

Policies & Procedures

- State of Iowa Equal Opportunity, Affirmative Action, and Anti-Discrimination (EOAA) Policy
- 01 Equal Opportunity Policy
- 02 Civil Rights Orientation Assurance of Compliance
- 03 Legislative Contacts and Appearances Before Legislative Committees
- 04 Legal Counsel
- 05 Compliance with Federal Standards
- 08 Discriminatory Harassment Complaint Policy
- 09 Promotional Policy
- 10 Training Policy
- 11 Exit Interview Procedures
- 12 Health and Safety Policy
- 13 Substance Abuse Policy
- 14 Gift Law
- 15 Violence Free Workplace Policy

DATA TOOLS ON FLASH DRIVE

Manager/Supervisor Processes

NOTE: This information is frequently revised. Please also refer to the Managers and Supervisors Manual that is found on the Department of Administrative Services website: (<http://das.iowa.gov/>)

- Applicant Screening Manual
- 03A Position Reclassification
- 03B Creation of Temporary or Permanent, Full Time or Part Time Position
- 04A Discretionary Pay
- 04B Lead Worker Positions
- 04C Overtime
- 04D Wage Garnishments
- 04E Overtime Utilization Log
- 07A Application and Selection
- 08A Appointment Procedure
- 08C Temporary Appointment
- 08D Seasonal Appointment
- 09A Probationary Period for Promoted Permanent Employees
- 10A Transfers
- 10B Reassignments
- 10C Voluntary Demotion
- 11A Termination Procedures
- 11B Work Rules
- 11C Disciplinary Actions
- 11D Retirement
- 11E Retirement Announcements
- 13A Performance Review
- 14A Attendance and Leave
- 14B Vacation Leave
- 14C Sick Leave
- 14D Administrative Leave
- 14E Leave Without Pay
- 14G Emergency Conditions Pay
- 14H Holidays
- 14I Pregnancy Related Disability Leave
- 14J Court and Jury Service
- 14K Interviewing Time
- 17A Personnel Records
- 18A Conduct of Employees

Other Manager/Supervisor Resources:

- General Information for Managers and Supervisors: <http://das.hre.iowa.gov/info-managers.html>
- Department of Administrative Services (DAS): <http://das.iowa.gov/>
- Managers and Supervisors Manual: http://das.hre.iowa.gov/ms_manual.html
- Travel Authorization (out-of-state)
- Travel Authorization (within Iowa)